

To: IRA Granting Committee; David Daniels (Instructionally Related Activities Coordinator); Christina Smith (Communication Program Chair); Dan Wakelee (Santa Rosa Island); Aspen Coty (Santa Rosa Island Research Station Coordinator)

From: Tracylee Clarke, Associate Professor of Environmental Communication

Re: IRA Grant Report #892: Santa Rosa Restoration & Research Trip Fall 2017 & Spring 2018

Date: May 10, 2018

This document provides a report and assessment of Instructionally Related Activities (IRA) grant funding used to support travel to Santa Rosa Island for students enrolled in *COMM/ESRM 443: Environmental Communication* (Fall 2017) and *COMM/POLS 450: Environmental Conflict Management* to conduct research and document island restoration projects. What follows is a description of research activities, assessment of research activities as it relates to learning outcomes, experience responses from students, faculty and the community, and use of funding.

I. Field Trip Overview

Students enrolled in *ESRM/COMM/POLS 443: Environmental Communication* (Fall 2017) and *ESRM/COMM/POLS 450: Environmental Conflict Resolution* (Spring 2018) participated in a 3-day (2 night) trip to Santa Rosa island to work on restoration projects on Lady Rosa. In Fall 2017 students worked on a cloud forest restoration project and made organic-fiber wattles designed to catch fog to nourish the ground and contribute to the regrowth of vegetation on the island. The project goals were to slow erosion on the island and replace the lost fog-water-harvesting vegetation, such as the rare island oak trees. Students also gathered seeds for replanting. In Spring 2018, students traveled to Radar Mountain to lay mulch in between the placed wattles and moved logs to create erosions barriers. Students also created a fire-break around the station by weeding/cutting vegetation. In addition to the restoration projects, students participated in a few different educational hikes and developed an outreach plan focused on engaging the Latino/as community in initiatives related to the Island.

II. Relation to Course Curriculum

In both *ESRM/COMM/POLS 443: Environmental Communication* (Fall 2017) and *ESRM/COMM/POLS 450: Environmental Conflict Resolution* (Spring 2018), the focus is how language shapes our interaction with the environment via individual percepts and behaviors or policy development. The restoration trip to the Island puts in context class discussions and readings. Learning outcomes this activity specifically addresses include: *ESRM/COMM/POLS 443: Environmental Communication*: 1) Demonstrate the importance of civic engagement and advocacy as it relates to policy development and environmental behavior; and 2) Explore the interplay between culture and nature as well as the charges and implications of environmental justice. *ESRM/COMM/POLS 450: Environmental Conflict Resolution*: 1) Explore the critical interplay between science, policy and technology as it relates to dispute resolution processes, 2) Investigate the importance of environmental justice in designing environmental resolution dispute processes, 3) Comprehend the role of civic engagement to address environmental conflict, and, 4) Examine the role of language and public communication in environmental policy development and the construction and resolution of environmental conflict.

III. Assessment of Student Learning

Student experience was assessed through writing papers, exams and focus groups. In ESRM/COMM/POLS 443: Environmental Communication (Fall 2017), students wrote a 5-page paper on experiential learning and community engagement linking their experience on the island to course concepts and class discussions specifically focused on developing an ecological identity and sense of place.

In ESRM/COMM/POLS 450: Environmental Conflict Resolution (Spring 2018), students wrote a 5-page policy assessment paper related to issues facing Santa Rosa Island. Students also wrote a 2-page assessment linking their experience on the island to community engagement and opportunities for multiple voice in policy making. Specifically, they answered the following questions:

- How does collaborative policy development support ecosystem restoration projects?
- How does community engagement create ownership and community in relation to place?
- What is the relationship between connection to land and policy development?

IV. Participant Response & Evaluation

A. Student Response & Evaluation

As I've taken students to the island over the years, their response remains consistent. They have a profound experience on the island and a newfound respect for not only the environment but Lady Rosa. There is a sense of pride and ownership as they learn about place, culture and identity as it relates to community engagement and environmental policy development. This particular set of field trips was extra special for the students as many had enrolled in both courses and it was a neat experience for them to see the fruits of their earlier labor as we saw where the Fall 2017 wattles were placed and had begun to seed. During the focus groups, some of my favorite comments included:

"life changing"

"I will never forget Lady Rosa"

"I care more about the environment now"

"it's cool to think that I helped her get healthy. In 10 years I want to bring my kids here and show them what I've done."

"I've never gone this long without my phone before"

B. Faculty Response & Evaluation

I have had the opportunity to take students out to SRI for the past few years and it is a profound experience for the students. It has become a hallmark for our curriculum in both classes as reuse the Island trip to contextualize class discussions and readings. It is always a lot of work and each time I wonder if I have the energy to do another trip. But after seeing the impact on the students, I can't help but be rewarded as well.

C. Community Response & Evaluation

Ken Niessen, Botanist with the Mountains Restoration Trust under the direction of USGS Channel Islands Field Station on Channel Islands National Park has worked a number of times with my students. He has commented that he enjoys my students because they have a deep understanding of environmental issues, ask thoughtful questions and work hard. Because my class sizes range from 25-30 each time, we are able to help him with major restoration projects and accomplish a lot of work in a short period of time.

V. Budget

Travel to Santa Rosa Island was funding through the IRA granting process at \$9542 for both semesters. Both trips came under budget. A breakdown of expenditures is as follows:

<u>Cost</u>	<u>Item</u>	<u>Price</u>
Island Packer Boat Trip	Fall 2017	\$2920
	Spring 2018	\$2438
Lodging at Research Station	Fall 2017	\$420
	Spring 2018	\$345
Food (including supplies for SRI Research Station)	Fall 2017	\$798
	Spring 2018	\$955.71
Total Expenses:		\$7876.71

VI. Student Attendance by Major

As both COMM/ESRM 443 & COMM/POLS 450 are cross-listed and identified as both UDGE and Mission Pillar (IA), students participating in both research trips represent various majors.

Fall 2017

Arias, Alexandria	Organizational Communication
Ashley, Adrienne	Environmental Communication
Calderon, Aaron	Environmental Communication
Carella, Jan	ESRM
Fernandez, Mia	Political Science
Garcia, Bradley	Environmental Communication
Gorecki, Robyn	Environmental Communication
King, Nicole	Environmental Communication
Lefay, Christian	Environmental Communication
Maddux, Kaylee	Environmental Communication
Nolte, Hailee	Environmental Communication
Patino, Philip	Environmental Communication
Pierce I, Weston	Organizational Communication
Riegert, Hunter	Environmental Communication
Rogers, Cassandra	ESRM
Sami, Abdala	Environmental Communication
Tuitama, Sina	Environmental Communication
Ullrich, Ashley	Environmental Communication
Velasco, Sophia	Biology
Williams, Noah	Environmental Communication
Yasukochi, Rachel	Environmental Communication
Zaragoza, Juan	Organizational Communication
Zepf, Maximilian	Liberal Studies
Benbrook, Mitchell	Organizational Communication
Cormode, John	Political Science
Horvet, Jazmin	Biology
Terry, Kyle	Anthropology
Thomas, Raven	Organizational Communication

Spring 2018

Butler, Christina	Environmental Communication
Gorecki, Robyn	Environmental Communication
King, Nicole	Environmental Communication
Lefay, Christian	Environmental Communication
Maddux, Kaylee	Environmental Communication
Riegert, Hunter	Environmental Communication
Rogers, Cassandra	ESRM
Ullrich, Ashley	Environmental Communication
Zaragoza, Juan	Organizational Communication
Benbrook, Mitchell	Organizational Communication
Cormode, John	Political Science
Crysdale, Max	Psychology
Garcia, Julian	Business
Macatiag, Chester	Political Science
Malik, Kamran	Organizational Communication
Ornelaz, Britt	Psychology
Rempert, Katie	Organizational Communication
Torres, Edgar	Environmental Communication
Yilmazian, Simone	Organizational Communication
Bacon, Emma	Environmental Communication
Garcia, Christian	Political Science
Robinson, Alana	Environmental Communication
Cabrera, Daniela	Political Science
Cano, Aimee	Political Science
Palacios, Ricardo	Political Science
Ruiz, Jose	Political Science

VII. Sample Pictures

